English Language Arts
Evaluation Tool
Middle and High School

Title	
Author	
ISBN	
Copyright	
Grade Level	
Readability Level	
Course Content	

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:

SUMMARY FORM   **Average Ratings**

    I.   **Technology Component Summary**   _____
        a. **Strengths**
        b. **Weaknesess**

    II.   **Reading Content Sumamry**   _____
        a. **Strengths**
        b. **Weaknesess**

    III. **Writing Content Summary**   _____
        a. **Strengths**
        b. **Weaknesess**

    IV. **Grammar and Spelling Component Content Summary**   _____
        a. **Strengths**
        b. **Weaknesess**

    V.   **Journalism / Media Content Summary**   _____
        a. **Strengths**
        b. **Weaknesess**

    VI. **Listening / Speaking / Observing Content Summary** _____
        a. **Strengths**
        b. **Weaknesess**

    VII. **Inquiry Content Summary**   _____
        a. **Strengths**
        b. **Weaknesess**

    VIII. **Atechnology Content Summary**   _____
        a. **Strengths**
        b. **Weaknesess**

    IX. **Audience – Teacher and Student Materials Content Summary** _____
        a. **Strengths**
        b. **Weaknesess**

    X.   **Format Content Summary**   _____
        a. **Strengths**
        b. **Weaknesess**

    XI. **Ancillary Materials Content Summary**   _____
        a. **Strengths**
        b. **Weaknesess**

TECHNOLOGY COMPONENT

Equipment (Check all that apply)

☐ Windows ☐ MacIntosh ☐ CD-ROM ☐ DVD ☐ VHS ☐ Sound ☐ Other _____

Grade Level (Check all that apply)

☐ Primary   ☐ Intermediate   ☐ Middle   ☐ High

Audience (Check all that apply)

☐ Individual   ☐ Small Group   ☐ Large Group

Format (Check all that apply)

☐ Stand Alone/Independent   ☐ Integrated   ☐ Spupplemental   ☐ In lieu of basal text

Type of Software (Check all that apply)

☐ Simulation   ☐ Management   ☐ Interdisciplinary   ☐ Problem Solving   ☐ Tutorial

☐ Exploratory   ☐ Creativity   ☐ Drill and Practice   ☐ Critical Thinking   ☐ Utility

☐ Other _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

MANAGEMENT   **Average** _____

_____ Allows customizing for individual learning needs.
_____ Keeps students' performance record, where needed.
_____ Allows for printed reports.
_____ Provides tech support options. (list below)

Comments:

_____

PRESENTATION / INTERFACE   **Average** _____

_____ Presents material in an organized manner.
_____ Employs consistent, easy-to-use, on-screen instructions.
_____ Supports developmentally correct presentation format.
_____ Adapts to different learning environments (learning styles/multiple intelligences, etc.)
_____ Encourages use of technology to access ideas and information.
_____ Provides accessible format for special needs students and students with Limited English
Proficiency.

Comments:

_____

READING COMTENT   **Average Rating _____**

Program of Studies - Students develop abilities to apply appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

Core Content - Stages of Reading Development
Materials provide opportunities for students to:

_____   Form a Foundation in Reading - Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts. This involves reading at the word, sentence and connected text levels.

_____   Develop an Initial Understanding - Requires readers to develop an initial impression or global understanding of what is read. This involves considering the text as a whole or in a broader perspective.

_____   Interpret Texts - Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.

_____   Reflect and Respond to Texts - Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.

_____   Develop a Critical Stance - Requires readers to stand apart from the text and consider it objectively. This involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of such features as irony, humor and organization.

Comments: _____

Reading Concepts and Skills
Materials provide opportunities for students to:

_____   Use phonics (for struggling readers) - The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

_____   Expand vocabulary - Refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize

in listening. Reading vocabulary refers to words we recognize or use in print. Clear and accessible definitions of vocabulary and key terms within lessons.

_____ Build comprehension - Understanding what one is reading. Comprehension is the ultimate goal of all reading activity.

_____ Develop fluency - Ability to read text quickly, accurately, and with proper expression.

_____ Reading level is appropriate for interest and ability of intended student group.

_____ Text promotes the development of reading skills and literacy interpretation skills.

_____ Text includes selections from past and present.

_____ Text includes culturally diverse selections written by both men and women.

_____ Text includes a variety of genres (fiction, nonfiction, poetry, drama).

_____ Text selections are age appropriate and interesting to culturally diverse heterogeneous groups.

Comments: _____

Additional Reading Criteria

_____ Teacher materials provide opportunity for flexible grouping of students.

_____ Materials include design for diagnostic, formative and summative assessment.

_____ Text includes selections that are appropriate for reading aloud, shared reading, guided reading, and independent reading.

_____ Text includes a variety of authentic literature and information selections (e.g. fiction, nonfiction, poetry, and drama)

_____ Text includes selections that are representative of contemporary, classic, and multicultural writers of both genders.

Comments: _____

2=Strong evidence all of the time **1=moderate evidence some of the time** **0=little or no evidence** **LEAVE BLANK if not applicable**

WRITING CONTENT   Average Rating _____

Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Program of Studies - Students learn and apply the writing process and criteria for effective writing entries developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive and reflective pieces.

2=Strong evidence all of the time **1=moderate evidence some of the time** **0=little or no evidence** **LEAVE BLANK if not applicable**

Core Content - Stages of Writing Development
Materials provide students with opportunities to write for a variety of purposes and audiences in a variety of forms. Materials use terminology that is consistent with the following:

_____   **Purpose/audience**
The writer establishes and maintains a focused purpose to communicate with an authentic audience by
- Narrowing the topic to present an idea or theme
- Choosing a perspective genuine to the writer
- Presenting an idea or theme
- Analyzing and addressing the needs of the intended audience
- Adhering to the characteristics of the form
- Employing a suitable tone
- Allowing voice to emerge when appropriate

_____   **Idea Development/Support**
The writer develops and supports main ideas and deepens the audience's understanding of purpose by
- Developing logical, justified, and suitable explanation
- Developing relevant elaboration
- Explaining related connections or reflections
- Applying idea development strategies appropriate for the form

_____   **Organization**
The writer creates unity and coherence to accomplish the focused purpose by
- Engaging the audience
- Establishing a context for reading when appropriate
- Communicating ideas and support in a meaningful order
- Applying transitions and transitional elements to guide the reader through the piece
- Developing effective closure

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_____ **Sentence Structure**

The writer creates effective sentences by

- Applying a variety of structures and lengths
- Maintaining parallel structure (applies to secondary only)
- Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate

_____ **Language**

The writer exemplifies effective language choices by

- Applying correct grammar and usage
- Applying concise use of language
- Incorporating strong verbs, precise nouns, concrete details, and sensory details
- Applying language appropriate to the content, purpose, and audience

_____ **Correctness**

The writer communicates clearly by

- Applying correct spelling
- Applying correct punctuation
- Applying correct capitalization
- Incorporating acceptable departure from standard correctness to enhance meaning when appropriate
- Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)

Comments: _____

Additional Writing Criteria

_____ Content reinforces the concept of writing as a process.

_____ Usage and mechanics lessons (punctuation, capitalization, and spelling) are integrated into the reading and writing process.

_____ Text provides ample and varied suggestions for written and oral language experience: expressive Informational/explanatory, argumentative, critical, literacy, grammar/language usage.

_____ Text provides direct opportunities for student practice.

_____ Content provides for the development of oral language, written language, and media technology.

_____ Text included information on using metacognitive strategies to improve oral language, written language, and the use of media and technology.

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

GRAMMAR AND SPELLING   **Average rating** _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

Grammar and Spelling Component

Materials provide:

_____   Clearly stated grammar rules and usage with practice activities. (Note: Writing handbooks may not have practice activities.)

_____   Opportunities for demonstration of student competencies in grammar in various written and oral modes

_____   Instruction in and activities for students to use writing process.

_____   Varied writing models.

_____   Opportunities for differentiating instruction.

_____   Vocabulary to be learned are presented in isolation as well as in context.

_____   Instructions are provided to the student on how to study vocabulary independently.

_____   Dictionaries (print and electronic) are used to develop editing skills.

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

JOURNALISM / MEDIA   **Average rating** _____

_____ The content includes writing and producing for a variety of audiences and purposes utilizing computer technology, electronic media (e.g., radio and television), print media (e.g., newspapers, magazines, yearbooks), and film.

_____ The content includes the historical, cultural, social, and ethical impact of journalism.

_____ The material provides for development of skills to critically evaluate print and nonprint media and their content (e.g., propaganda and persuasion).

_____ The material provides for the development of real-world skills for journalism and media production.

_____ The material provides opportunities for students to learn the technical components of publishing (e.g., text features, graphics).

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

LISTENING / SPEAKING / OBSERVING   Average rating _____

Academic Expectation 1.3 Students make sense of the various things they observe.

Academic Expectation 1.4 Students make sense of the various messages to which they listen.

Academic Expectation 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Program of Studies - Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences.

Listening/Speaking/Observing Content
Materials provide opportunities for students to:

_____   Students will analyze effectiveness and purposes of oral messages and audience responses.

_____   Students will collaborate to gather and interpret information from observing, speaking, and listening and to prepare and deliver messages and products.

_____   Students will apply listening, speaking and observing skills to conduct authentic independent inquiry tasks in order to create products (additional supporting Academic Expectation 5.1).

STOP HERE

Middle Level Reviewers do not use the items below.

(you may make additional comments in the space at the bottom of this layout)

All items below this point are for SECONDARY ONLY

_____   Students will demonstrate awareness of audience, purpose, and situation in oral presentations both with and without technology.

_____   Students will use correct and appropriate language in students' own speaking.

_____   Students will analyze persuasive techniques when listening and observing to make informed decisions, and apply persuasive techniques when speaking (additional supporting Academic Expectations 5.1, 5.4).

_____   Students will practice critical listening, observing, and thinking skills to make informed judgments of and responses to persuasive media and performances (additional supporting Academic Expectations 5.1, 5.4).

_____   Students will apply language structure and conventions for correctness, style, and tone in students' own speaking.

_____   Students will use effective speaking skills and techniques for oral presentations to specific audiences for specific purposes.

_____   Students will apply critical listening/observing skills to analyze nonprint (e.g., computers, electronic media) materials (additional supporting Academic Expectations 5.1).

_____   Students will collaborate to solve problems (e.g., panel discussions, simulations) (additional supporting Academic Expectation 5.5).

_____   Students will use strategies for effective oral presentations to complete tasks or projects.

_____   Students will apply and respond to verbal and nonverbal elements of delivery (e.g., gestures, facial expressions, tone, volume, rate).

_____   Students will apply strategies for critical listening and observing skills to complete tasks or projects (additional supporting Academic Expectation 5.1).

_____   Students will evaluate oral presentations, including those using multimedia.

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

<u>INQUIRY</u>   **Average rating _____**

Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

Program of Studies - Students independently and collaboratively use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for specific purposes.

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

Inquiry Content

Materials provide opportunities for students to:

_____ Students will follow a logical, organized plan of inquiry to learn and to complete tasks (additional supporting Academic Expectation 5.5).

_____ Students will evaluate the appropriateness of resources and of ideas and information gained through inquiry.

_____ Students will create products by accessing a variety of appropriate personal, community, and/or global sources, both print and nonprint (additional supporting Academic Expectation 6.3).

STOP HERE

Middle Level Reviewers do not use the items below.

(you may make additional comments in the space at the bottom of this layout)

All items below this point are for SECONDARY ONLY

_____ Students will engage in decision-making, planning, and organizational procedures to make informed choices (additional supporting Academic Expectations 5.4, 5.5).

_____ Students will apply logical and critical thinking strategies to accomplish projects and tasks (additional supporting Academic Expectation 5.1).

_____ Students will evaluate credibility of sources.

_____ Students will use criteria to evaluate the appropriateness of material accessed through technology for a particular purpose (additional supporting Academic Expectation 5.4).

_____ Students will locate and analyze a variety of appropriate sources to obtain information for specific needs.

_____ Students will paraphrase and summarize to adapt information for specific purposes (additional supporting Academic Expectation 5.3).

_____ Students will collect, analyze, synthesize, and evaluate information and ideas from a variety of sources to complete independent inquiry projects and tasks (additional supporting Academic Expectation 5.1).

_____ Students will access, compare, and document multiple sources of print and nonprint (e.g., computers, electronic media, interviews) resources for group, collaborative, and/or independent inquiry projects.

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

TECHNOLOGY   Average rating _____

Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

Program of Studies - Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes.

2=Strong evidence all of the time **1=moderate evidence some of the time** **0=little or no evidence** **LEAVE BLANK if not applicable**

Technology Content

Materials provide opportunities for students to:

_____ Students will analyze the effectiveness of various technologies for specific purposes, audiences, and situations.

_____ Students will communicate with others through the effective use of technology (e.g., videos, computers, TV, radio, and public address announcements).

_____ Students will use technology to complete authentic tasks.

STOP HERE **Middle Level Reviewers do not use the items below.** **(you may make additional comments in the space at the bottom of this layout)** **All items below this point are for SECONDARY ONLY**

_____ Students will use appropriate practices, procedures, skills, and strategies to access technology for specific purposes.

_____ Students will use technology to present information for authentic audiences and purposes

_____ Students will use a variety of multimedia tools (e.g., audio, video, computer presentation programs) to enhance presentations.

_____ Students will retrieve and transmit communications relevant to assigned tasks.

_____ Students will develop and evaluate the use of appropriate technology for selected purposes.

Comments: _____

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<u>AUDIENCE – TEACHER AND STUDENT MATERIALS</u>   **Average rating _____**

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

Teacher Materials

The following Sections include all strands of language arts (reading, writing, listening, speaking, observing, inquiry and technology).

_____   Materials incorporate instructional strategies for engaging students in all levels found in Bloom's Taxonomy.

_____   Materials incorporate a variety of on-going assessment strategies that resemble state-like assessments and provide implications for instruction.

_____   Materials offer suggestions for oral presentations using technology, ancillary materials, and additional resources for re-teaching and enrichment.

_____   Content includes selections that are appropriate for reading aloud, shared reading, guided reading, and independent reading.

_____   Content is integrated with and makes explicit connections with other subject areas.

_____   Ancillary materials are included and offer suggestions for use, professional readings and list of additional resources.

_____   Content accommodates for students' diversity, maturation, abilities, and ways of learning.

_____   Content emphasizes comprehension with questions and activities that require critical thinking and problem solving.

_____   Reading/Writing strategies are presented in a meaningful context in a clear and organized manner.

_____   Teacher materials are available in nonprint form.

_____   Teacher resources are available online.

_____   Easy coordination materials (e.g., additional resources noted at point of need, student pages shown, easy assessibility).

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

STUDENT MATERIALS

_____   Student texts emphasize comprehension with questions and activities that reflect all levels of Bloom's Taxonomy.

_____   Student texts include a variety of authentic selections form the genres identified for state assessment (literary, informational, persuasive, and practical/workplace).

_____   Content is integrated with and makes connections with other subject areas.

_____   Selections are age-appropriate and meaningful for culturally diverse, heterogeneous groups.

_____   Student material promotes academic growth through the stages of reading and writing development, makes connections between reading and writing and with other subject areas.

_____   Materials provide opportunities for students to engage in the three kinds of writing: writing to learn, writing to demonstrate learning and writing for authentic purposes.

_____   Reading and Writing processes are integrated with numerous opportunities for self-expression in oral, written, and visual form.

_____   Student texts provide opportunities for self-selected activities to extend and apply concepts, information and/or skills and strategies in a variety of ways (drama, discussion, movement, art, etc.).

Comments: _____

2=Strong evidence all of the time **1=moderate evidence some of the time** **0=little or no evidence** **LEAVE BLANK if not applicable**

FORMAT   **Average rating** _____

2=Strong evidence all of the time **1=moderate evidence some of the time** **0=little or no evidence** **LEAVE BLANK if not applicable**

_____   Organization is logical and allows for spiraling of content.

_____   Vocabulary and key terms are clearly defined and easily accessible within each lesson.

_____   Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related.

_____   Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).

_____   Legible type, length of lines, spacing, and page layout and width of margins contribute to overall readability.

_____   Student materials seem durable and conducive to daily use.

_____   Glossaries, indexes and appendices are sufficient.

Comments: _____

2=Strong evidence all of the time **1=moderate evidence some of the time** **0=little or no evidence** **LEAVE BLANK if not applicable**

<u>ANCILLARY MATERIALS</u>   **Average rating** _____

_____   Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).

_____   Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.

_____   Extension activities including modifications and accommodations for students with special needs and students with Limited English Proficiency.

_____   Resources provide objectives, background information, common student errors, hints, suggestions for lesson implementation, real-world connections, and connections with career and technology and references (e.g. solution manuals, study guides).

_____   Suggestions are made for integration of themes and/or interdisciplinary instruction.

_____   Opportunities for integration are suggested and examples are given.

_____   Teacher resources are available online.

_____   Online resources available - Practice skills only.

_____   Online resources available - New application materials.

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable